

Missouri's Special Education Comprehensive System of Professional Development:

1. Supports the Missouri Special Education Performance Goals and Indicators;
2. Supports the Special Education Compliance Performance Requirements;
3. Is developed and delivered in accordance with the Missouri Professional Development Guidelines for Student Success (including the National Staff Development Council (NSDC) Standards;
4. Is developed and implemented as a collaborative effort with local school districts and agencies, parent and professional stakeholder organizations, Regional Professional Development Centers (RPDC), and the Missouri Department of Elementary and Secondary Education (DESE) school initiatives and programs for all children, State Board of Education Operated Schools (SSSH, MSD, MSB), federal grants and programs, the Missouri Leadership Academy, and institutes of higher education; and
5. Is evaluated (data collected) based on student performance impact relative to the Division Goals and Indicators and the Special Education Compliance Performance Requirements. Event or service data is also collected when applicable.

Service or Event	Description	Delivery	CIMP Indicators
Accelerated Schools	SIG: Activity-collaborative school improvement project with School Improvement Division. Designed to improve students' with disability achievement and parent and community involvement.	Grants are awarded to accelerated schools and data is collected regarding achievement of special education students on Missouri Assessment Program (MAP) reading and math and parent involvement.	BF.5.1 BF.5.2
Access to the General Education Curriculum	SIG: Activity-Training events	Workshop presentation by regionally credentialed trainers including Regional Professional Development Center (RPDC) Special Education consultants. Ongoing support available from RPDC consultants and Effective Practices staff.	BF.3.3 BT.1.2 BF.5.1 BT.1.3 BF.5.2 BT.1.4 BF.6.3 BT.1.5 BT.1.1 BT.1.6
<ul style="list-style-type: none"> Coordination, Collaboration and Co-teaching 	The purpose of teaching this module is to help teachers, administrators and paraprofessionals understand what collaboration and consultation means, what it looks like, and how to use it effectively to enhance the services and supports for children with disabilities.		
<ul style="list-style-type: none"> Differentiated Instruction 	The goal of the training is to maximize student growth and success by differentiating curriculum content, process and product based upon student readiness, interest, and learning profile.		

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<ul style="list-style-type: none"> Effective Strategies 	Scientific research, based on meta-analysis, is the basis of the nine instructional classroom strategies illustrated with examples to guide educators. This training supports teachers, parents, and principals by offering options in the process of improving student learning.		
<ul style="list-style-type: none"> Least Restrictive Environment (ECSE and K-12) 	Training on the decision making process that emphasizes consideration of supplementary aids and services, modifications and supports to school personnel. It is focused for professionals who participate and/or provide leadership in the Individualized Education Program (IEP) process.	Separate trainings are conducted for Early Childhood Special Education (ECSE) and K-12.	GS.1.2 GS.1.11 EC.2.3 EC.4.2
<ul style="list-style-type: none"> Problem Solving for General Education Intervention 	Training for general education to learn data driven problem solving prior to referral. To assess behaviors, design and implement general education interventions and evaluate outcomes.		GS.1.11 BF.3.3 BF.6.2
<ul style="list-style-type: none"> Curriculum Based Measurement 	This training teaches measurement methodology that tells if the student has learned the skills taught based on techniques of structured observation. It involves blending traditional and alternative assessment models.		BF.6.2
Accommodation and Modification for Classroom Instruction and Assessment (Manual)	A resource to guide teachers in preparing students to participate in the MAP.	Web document. Ongoing support available from RPDC consultants and Effective Practices staff.	GS.1.11 BF.3.3 BF.5.1 BF.5.2 BF.6.3 BT.1.1 BT.1.2 BT.1.3 BT.1.4
Autism		Regional credentialed trainers with ongoing support	GS.2.1 GS.2.2 EC.2.3

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<ul style="list-style-type: none"> Project Access 	Resource center for educators, care providers (including parents), higher education, and related agency providers for current autism literature and training. Collaboration between Southwest Missouri State University, Department of Mental Health (DMH), Department of Health (DOH), and Department of Elementary and Secondary Education (DESE).		BF.1.1 EC.2.3 BF.1.2 EC.4.2 BF.1.3 BF.1.4 BF.3.3 BF.6.3 BP.1.1 BP.1.3 BP.1.5
<ul style="list-style-type: none"> Applied Behavior Analysis Training 	Sliver Grant Project: The Division of Special Education sponsors a 12-hour distance-learning program for teachers/providers through Pennsylvania State University.	Distance learning, PSU campus, and supervision by mentors	GS.5.1
Assistive Technology	Sliver: The Missouri Assistive Technology Project administers a fund designated for the support of IEP-identified AT equipment. Local Education Agencies (LEA's) may apply for reimbursement of AT devices purchased for an individual student.	Interagency Agreement with Missouri Assistive Technology Project	BF.1.5 BF.5.1 EC.2.3 EC.4.2 BP.1.1
Blind Skills Specialists	Provide professional development to public agencies serving blind students and their families.	RPDC and on site within the districts	BF.3.3 EC.2.3 EC.4.2
Center for Innovations in Education	Resource center for development and implementation of professional training and a loan library of educational resources for parents, teachers, administrators, and higher education. Collaboration with the University of Missouri at Columbia.	UMC facility and onsite trainings. Ongoing resources available on the internet.	BF.3.3 BF.5.1 BF.5.2 GS.1.2 EC.2.3 EC.4.2
Charter Schools Training	Training on the special education process for administrators in charter schools.	Regional training presented by Compliance staff.	
ESCE Practices Manual	Topics include curriculum, eligibility determination, and assessment, measuring ongoing progress, service delivery and transition.	On-line document. Ongoing support from Effective Practices staff	GS.1.1 BF.6.3 EC.2.3 EC.4.2
ECSE Show Me How Technical Assistance Bulletins	Topics include positive behavior supports, community partnerships, early literacy, autism, Occupational Therapy & Physical Therapy services and preschool curriculum.	Web documents and hard copies. Ongoing support from Compliance and Effective Practices staff.	BF.3.3 BF.6.3 EC.2.3 EC.4.2

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Eduequity	Sliver Grant Project—Provides on-line academic skills instruction and tutoring through internet access for student's grades 3 through 12.	Training is provided regionally for district staff.	BF.3.1 BT.1.1 BT.1.2
Effective Practices Technical Assistance Bulletin	Topic is positive behavior supports	Web document and hard copy. Ongoing support by lead regional trainers available.	BF.3.3 BF.4.1
English Language Learners (ELL) with Special Needs	Collaboration of Professional Development with Federal Programs and higher education to support accurate determination of eligibility of second language learners for special education.	Workshop presentations and interagency collaboration. Ongoing support from EP staff and ESOL federal program staff.	BF.3.3 BF.6.2
<ul style="list-style-type: none"> Module 2 - Assessment and Eligibility 	This training stresses developmentally appropriate evaluation and assessment techniques for eligibility determination and program planning and how to incorporate existing data and family information and the use of informed clinical judgment.		CC.1.1 CC.1.2 CE.2.1
<ul style="list-style-type: none"> Module 3 - IFSP in Natural Environments 	Covers the planning and pre-meeting activities as well as the Individualized Family Service Plan (IFSP) meeting practices. Delivery of early intervention services that support the daily routines of the family and child is stressed.		CE.1.1
<ul style="list-style-type: none"> Module 4 - Movin' on: Transition Into, Within, and From First Steps Service Coordination 	This training addresses effective communication and planning for the numerous transitions a child and family face.		EC.2.3 C/BT.1.1
<ul style="list-style-type: none"> Service Coordination 	This module is a specialized module that addresses effective practices and the responsibilities of the Service Coordinator in First Steps.		
First Steps Bulletins	Topics include Redesign of First Steps, Natural Environments and Autism.	Web documents and hard copy	EC.2.3 C/BT.1.1 CG.1.1 CG.3.1 CC.1.1 CC.1.2 CF.1.2 CE.1.1 CE.1.2

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Heads Up Reading	Sliver grant project: Provides quality 44 hour research-based distance learning for Early Childhood teachers (public and private) and child care providers to improve early literacy outcomes for preschool-aged children through live-broadcast sessions with trained facilitators. Collaboration between DESE, DOH, Department of Social Services (DSS), Missouri Head Start, Parents As Teachers (PAT), Literacy Investment for Tomorrow - Missouri (LIFT-MO), State Library, and Association for the Education of Young Children - Missouri (AEYC-MO).	Distance learning with trained facilitators on site and ongoing support	GS.2.1 BF.6.3 EC.2.3 EC.4.2
Hearing Officer Training	This training is conducted over a period of two days every 18 months. Day one is for new Hearing Officers, which includes an overview of the Due Process Hearing System and landmark court cases, as well as a discussion of Due Process Hearing statistics and topics, results and training in the Special Education Compliance requirements. Day two is for experienced officers and covers a legal update including new case law, statutory information, statistics and an update on new and critical compliance requirements.	Workshop training and on-line activities related to the special education process.	GS.1.1 GS.1.5
Issues in Education Technical Assistance Bulletin	Topics include extended school year, state and district-wide assessment, positive behavior supports, grading, high school credits and gradation, vocational education, prior written notice, FAPE, and the IEP.	Web documents and hard copy. Ongoing support from Compliance staff.	GS.1.2 GS.1.11 BF.3.1 BF.3.2 BF.3.3 BF.4.1 BF.5.1 BF.5.2 BF.5.3 BT.1.1 BT.1.2 BT.1.3 BT.1.4 BP.1.2
Leadership Series	Technical assistance training events for administrators, coordinators and teachers in a leadership role. Level I is for new administrators. Level II is for experienced administrators.	Regional workshops at area RPDCs. Ongoing support from DESE staff.	

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<ul style="list-style-type: none"> Compliance 	<p>Level I: Technical assistance training for new administrators providing an overview of the special education process and basic information related to special education.</p> <p>Level II: Technical assistance training for experienced administrators on key issues related to compliance administration of special education.</p>		GS.1.1 BF.1.4 GS.1.11 BT.1.8 GS.2.2 BT.2.1 GS.3.1 BT.2.2 GS.3.2 EC.2.3
<ul style="list-style-type: none"> Compliance and Data 	<p>Level II: Technical assistance training for experienced administrators on the use of data and compliance information in the management of the special education process to impact outcomes for students with disabilities. The workshop covers the use and analysis of data and compliance requirements in district self-assessments, administrative program evaluations, instructional planning and the CSIP.</p>		GS.1.11 GS.2.2 GS.3.1 GS.3.2 BF.1.4 EC.2.3
<ul style="list-style-type: none"> Data 	<p>Level I: Technical assistance training for new administrators to learn how to enter required Core Data elements and understand the significance of the data for decision making at the local, state, and federal levels.</p>		GS.1.11 BF.1.3 GS.2.2 EC.2.3 GS.3.1 GS.3.2
<ul style="list-style-type: none"> Funds 	<p>The Funds Management workshop covers basic information about special education budgets and payment process, ECSE budgets and payment process, special purpose funds, and resources to answer funding related questions.</p>		GS.1.11 GS.2.1 EC.2.3
<ul style="list-style-type: none"> Visually Impaired Level 2 	<p>Education of Students with Visual Impairments- one day training for administrators about service requirements and effective practices.</p>	<p>Workshop format with ongoing support from Effective Practices staff and MSB Outreach services</p>	GS.1.1 BF.3.3 EC.2.3 EC.4.2

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Learning to Develop Measurable Goals, Objectives and Benchmarks	Training covers present level of educational performance, writing measurable goals, objectives, and benchmarks, difference between objectives and benchmarks, demonstrating progress to parents, and parent friendly language.	Regional Credentialed trainers with ongoing support from Compliance and Effective Practices staff. Workshop format and on-line course.	GS.1.1 GS.1.11 BF.1.5 BF.3.3 BF.6.3 BP.1.2 EC.2.3 EC.4.2
Mentoring for Success of Students with Disabilities (Grants and Manual Resource Document)	SIG: An on-line resource document manual developed in cooperation with stakeholders to guide systems of support and mentorship for beginning teachers of students with special needs. Grants provided to local agencies to implement mentoring system.	On-line document.	GS.5.1 BF.2.1 EC.2.3 EC.4.2
Missouri Assessment Program-Alternative (MAP-A) Teaching Resource Guide	A guide to help prepare students to participate in the MAP-A	Web document and hard copy with ongoing support from EP, Compliance and RPDC Special Education consultants and Missouri Assessment Program (MAP) facilitators.	BF.3.3 BF.5.3
Missouri Math Initiative	SIG: Statewide professional development initiative targeting math teachers. Special education contributes training on differentiated instruction for diverse learners.	Training is delivered at math institutes during the summer with follow-up from DESE math consultants. The CISE and Effective Practices staff provides special education ongoing support.	BF.3.3 BT.1.1 BT.1.2 BT.1.3 BT.1.4
Missouri Parents ACT (MPACT)	Statewide parent training and information center serving all disabilities collaborates to develop and disseminate information. Missouri Parents Act (MPACT) staff teams with the Compliance staff to conduct regional parent trainings to help parents understand the process of special education and how to communicate and work with districts in order to ensure that parents and children's rights are protected and needed services are provided.	Training is delivered in workshop format with ongoing support from MPACT and Compliance staff.	GS.1.1 GS.1.2 BP.1.1 BP.1.3 C/BT.1.1
Missouri Reading Initiative	SIG: Statewide professional development initiative targeting effective reading instruction	On-site training and model teaching delivered by regional reading consultants	BF.3.3

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Missouri School for the Blind Outreach	Provides leadership, support, and guidance in the areas of resources, assessment, and training in identifying and developing appropriate educational services for individuals who are visually impaired and deaf/blind.	On-site training and regional workshops	GS.1.1 EC.2.3 BP.1.1
Missouri School for the Deaf Outreach	Provides a Resource Center on Deafness (RCD) that serves as an information source for teachers, principals and special education directors who work with deaf and hard-of-hearing children and their families.	Resource center	GS.1.1 EC.2.3 BP.1.1
Missouri Transition Alliance Project (MOTAP)	This is a collaborative project with Vocational Rehabilitation and stakeholders to improve secondary transition programs and services.		GS.1.11 BT.1.3 GS.2.1 BT.1.4 GS.2.2 BT.1.5 BF.3.1 BT.1.6 BF.3.2 BT.1.7 BT.1.1 BT.1.8 BT.1.2 BT.1.9
Missouri Standards for Teacher Education Programs (MoSTEP)	Standards used to monitor and accredit teacher education programs in the State of Missouri.		GS.5.1 EC.2.3 EC.4.2 BF.2.1
Network for High Schools with Results	Collaborative professional development with DESE Division of School Improvement related to general education interventions and improved student performance.		BF.3.1 BT.1.3 BF.3.3 BT.1.4 BT.1.1 BT.1.5 BT.1.2 BT.1.8
New Scripts Early Intervention/Early Childhood Systems Change in Personnel Preparation.	Grant from the Frank Porter Graham Developmental Center at the University of North Carolina. Missouri DESE contributes to professional development opportunities to higher education faculty and early intervention providers regarding increased family experiences in pre-service education and increased capacity of community resources. DESE staff plans and implement the Midwest Faculty Institute with IHE and other states who have New Scripts or Script grants.	Division staff collaborates with institutions of higher education regarding preservice education in early childhood.	GS.5.1 BF.1.5 BF.1.2 BF.2.1 EC.2.3 EC.4.2 BP.1.1 C/BT.1.1

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Orientation and Mobility Certification	Low cost, high-tech university program to increase nationally certificated Certified Orientation and Mobility specialists (COMs) in needed areas of the state.	Distance learning	GS.5.1 BF.2.1 EC.2.3 EC.4.2
Paraprofessional Core Manual	Includes paraprofessional competencies, regulations/requirements, role clarification, ethical responsibilities, a family guide section to para-services, and how to tie para-training to the district CSIP. It also includes the CISE list of professional development opportunities on-line, through the CISE loan package resources and group training materials, and related agency events, and activities.	Web document organized by topics selected by the Local Administrators of Special Education (LASE)/Missouri Association of Paraprofessionals in Education (MAPE) /DESE collaborative network as critical areas of training needs for paras.	GS.5.1 EC.2.3 EC.4.2
Parent Advisory Council Training	SIG: Helps parents understand the process of special education and how to communicate and work with districts in order to ensure that parents and children's rights are protected and needed services are provided.	Workshop format offered regionally with ongoing support from Compliance staff.	GS.1.1 GS.1.2 BP.1.1 BP.1.4 BP.2.2
Parents Role Brochures	Topics include assistive technology, the IEP, secondary transition and discipline	Web document and hard copy	GS.1.1 BP.1.1 GS.1.2 BP.1.3 EC.2.3 BP.1.4
Parents as Teachers: Supporting Families of Children with Special Needs Guide and Training	Resource guide on disabilities and working with families. Developed in collaboration with the Parents as Teachers National Center who also provides training on the module.	Regional presentations delivered by PAT national staff.	BF.3.3 BF.6.3 BP.1.1 EC.2.3
Perspectives on Emotional and Behavioral Disorders	This program leads the professional service provider through understanding the major theories regarding behavior and how to develop behavior management programs based upon the various theories. Participants also learn the special education process along with a number of intervention techniques to use through a case-study approach.	Multi-media CD-ROM program facilitated by a trainer. Focused for EC teachers, related service providers, EC program administrators and child care providers.	BP.1.1 BF.6.3 EC.2.3 EC.4.2

Service or Event	Description	Delivery	CIMP Indicators
Positive Behavior Supports	SIG: Process for achieving socially important behavior changes for all students. School-wide, small group, and individual implementation assists in fulfilling discipline and compliance requirements for students with disabilities.	Regional six-day training across the school year in three, two-day sessions. Technical assistance and consultation services are also available from lead trainers.	BF.3.3 BT.1.4 BF.4.1 BT.1.5 BF.4.2 BP.1.1 BT.1.1 BT.1.2 BT.1.3
Practical Parenting Partnerships (PPP)	Collaborative planning and implementation between PPP and Effective Practices has produced trainings for teachers about inclusion of students with disabilities in general education, family literacy and promoting reading to children and a parent's guide includes issues related to students with disabilities.	Print materials and videos delivered through on-site training. Ongoing support provided by PPP and Effective Practices staff.	GS.1.1 BF.3.3 BF.6.3 BP.1.1
Priority Schools	The State of Missouri has identified districts/schools who have not met minimum requirements for student achievement related to the MAP, MSIP (including special education monitoring) and Adequate Yearly Progress as defined by Title I. The following are methods by which the Division of Special Education supports improvement for students with disabilities.	Direct services to districts/schools.	GS.1.11 BF.5.2 BT.1.1 BT.1.2 BT.1.3 BT.1.4 EC.2.3
<ul style="list-style-type: none"> Management Teams 	Team services required by statute to analyze data, make recommendations and assist implementation of improvement strategies at Academically Deficient Schools.	Direct on-site interaction for a minimum of two years from Special Education Effective Practices staff, other DESE appointed individuals and RPDC consultants.	
<ul style="list-style-type: none"> Special Education Regional Professional Development Center Consultants 	Consultants work as a team with regional staff from centers and DESE to analyze district and school data, recommend and implement professional development to improve the performance of students with disabilities ages 3 – 21.	Direct on-site interactions with districts and school personnel.	

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<ul style="list-style-type: none"> Leadership for Improving Student Achievement 	Guidance provided to local education agencies by Effective Practices staff, Compliance staff, and RPDC Special Education consultants to prepare district Comprehensive School Improvement Plan (CSIP) strategies to achieve Special Education Performance Requirements and to evaluate Missouri Special Education program goals.	On-site by RPDC Special education consultants. Ongoing support through program development by Effective Practices and Compliance staff.	
Quality Eligibility Decisions	Training in the process of data-driven problem solving to determine eligibility for special education.	Credentialed trainers, RPDC consultants, and DESE staff provide training and continued local support to apply a change in process.	BF.1.1 EC.2.3 BF.1.2 EC.4.2 BF.1.5 GS.2.2 BF.3.3 BF.6.2 BF.6.3
Secondary Transition	MOTAP: Training events developed and presented in collaboration with Vocational Rehabilitation	Presented through a workshop format and state symposium. Support by web links from the Kansas University transition coalition.	GS.1.11 BT.1.3 GS.2.1 BT.1.4 GS.2.2 BT.1.5 BF.3.1 BT.1.6 BF.3.2 BT.1.7 BF.3.3 BT.1.8 BT.1.1 BT.2.1 BT.1.2 BT.2.2
<ul style="list-style-type: none"> Building Self-Determination through Secondary School Transition 	Application of instructional strategies that promote the building of self-determination skills to better prepare the student for post secondary experiences in addition to information about compliance requirements for transition planning.		
<ul style="list-style-type: none"> Differentiated Instruction for Career and Technical Training 	This curricula addresses the use of some of the components of Differentiated Instruction and Multiple Intelligences for diverse learners with specific disability areas through simulation activities.		
<ul style="list-style-type: none"> Secondary Transition - Student Directed Learning 	In-depth training to implement instructional supports such as problem solving, student directed learning, and student-directed IEPs to teach self-determination skills.		

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<ul style="list-style-type: none"> Building Bridges 	Resource provided for parents regarding transition planning and the role of the parent and student in the transition process.		BP.1.1
Special Education List Serv (SELS)	Communication of administrative procedures, professional development opportunities and other related special education issues.	E-mail distribution list of local education agency administrators and other stakeholders.	
Surrogate Parent Training	Training on the educational surrogate role and basic information on the special education laws, regulations and process.	Regional training by Compliance staff and on-line training.	BP.1.1 BP.1.4
<ul style="list-style-type: none"> Characteristics 	Overview of learning and behavior characteristics of children and students with a traumatic brain injury from an education perspective. Includes how to effectively collaborate with health care and related service providers.		
<ul style="list-style-type: none"> Evaluation and Ongoing Assessment 	Stresses the need for continuous evaluation and assessment of children and students with a TBI. Covers points for schools to consider when selecting and collaborating with neurophysiologists and related services providers regarding evaluation and assessment.		
<ul style="list-style-type: none"> Teaching Strategies 	Targets effective classroom learning and behavior strategies for students with TBI.		
Tuition Reimbursement	SIG: DESE has established contracts with institution of higher education to provide tuition reimbursement to students for DESE approved special education teacher certification in special education for Mild/Moderate Cross Categorical, Visually Impaired, Hearing Impaired and Severe Developmentally Disabled. Tuition reimbursement is available for eligible paraprofessionals and general education teachers.	Contracts to DESE approved institutes of higher education who have special education teacher certification programs.	BF.2.1 EC.2.3 EC.4.2